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ABSTRACT

This document presents Foothill-De Anza Community College District's (California) Facilities Master Plan. This planning document is organized into four sections: (1) plan overview, which is a summary of the planning process and document organizations; (2) Master Plan recommendations, which presents a campus master plan for each college (Foothill College and De Anza College) identifying the proposed projects required to meet the Master Plan Space Program, analysis diagrams that describe proposed access and circulation, and landscape plans that describe the landscape recommendations for each college; (3) educational summary plan, which is a summary of the two colleges' Educational Master Plans, and includes division summaries, weekly student contact hour projections, instructional space summaries, and Master Plan Space Programs; and (4) existing analysis, which is a comprehensive analysis of each campus with graphic plates that detail the physical and experiential issues, identifying constraints and opportunities for each site. The appendix includes the following information that was developed during the master planning process: proposed plant materials, mechanical engineering, electrical engineering, and building age summary. This master plan is supported by a number of documents that provide additional and more detailed information. A list of these documents is included in this master plan. (VWC)

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ED 445 753

Foothill-De Anza Community College District 2005

Planning for the New Millennium

FACILITIES MASTER PLAN

EXECUTIVE SUMMARY

FOOTHILL COLLEGE

Los Altos Hills, California

DE ANZA COLLEGE

Cupertino, California

J. O'Bergh

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Supporting Documents

Foothill-De Anza Community College District 2005 - Planning for the New Millennium

Educational Master Plan 1999 - Foothill-De Anza Community College District

Foothill 2005 - Educational Opportunity for All In the 21st Century

Educational Master Plan 1999- Foothill College

De Anza 2005 - Pathways to Excellence

Educational Master Plan 1999 - De Anza College

Traffic Circulation Study/Parking Utilization Analysis at Foothill and De Anza Colleges -1999

Barton-Aschman Associates, Inc.

Facilities Master Plan Cost Summary - Foothill De Anza Community College District - July 1999

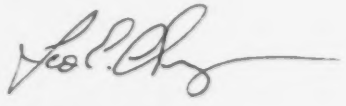
Space Inventory Report - Foothill De Anza Community College District - February 1999

PREFACE

Letter from the Chancellor

Two years ago the Foothill-De Anza Community College District marked its 40th year of service to the community. Today, the District is one of the largest, most diverse community college districts in the nation. The faculty and staff enjoy a well-deserved reputation for excellence. The ability to maintain this high quality of services rests in the successful implementation of this Facilities Master Plan.

The Facilities Master Plan supports the Educational Master Plans that both colleges and the District completed earlier this year. The master planning process was a complex and ambitious endeavor that involved the entire community of the campuses. The actions set forth in this master plan will ensure that the colleges can respond to the technological and social changes affecting the world around us. The Silicon Valley demands world class facilities to develop a world class workforce, and our Facilities Master Plan will guide the Foothill-De Anza Community College District to meet this goal as we enter the 21st century.



Leo. E. Chavez

September 1999

PART I. Plan Overview

Founded in 1957, Foothill-De Anza Community College District and its two colleges, Foothill College and De Anza College, serve the rapidly growing population of Silicon Valley.

Both Foothill and De Anza Colleges were designed by Architects Associated Ernest J. Kump, and Masten and Hurd. While their architectural themes are very diverse, it is noteworthy that both campuses have been nationally recognized and have received numerous design awards, including the prestigious *National Honor Award* of the American Institute of Architects, Foothill in 1962 and De Anza in 1969. In 1969, it was stated that the two colleges - five miles apart - *are without question the most exquisite of the 90 in the state.* (S.F. Chronicle)

Thirty years later the campuses are still recognized as architectural landmarks.

This Facilities Master Plan recognizes the importance of these distinguished campuses and provides solutions to the changing educational, site and facilities needs while enhancing the positive qualities of each campus.

In January of 1997, Foothill and De Anza Colleges both undertook comprehensive planning efforts, to develop District and College Educational Master Plans. The plans were completed in the spring of 1999 with the following titles:

Foothill-De Anza Community College District 2005 - Planning for the New Millennium

Educational Master Plan 1999 - Foothill - De Anza Community College District

Foothill 2005 - Educational Opportunity for All In the 21st Century

Educational Master Plan 1999 - Foothill College

De Anza 2005 - Pathways to Excellence

Educational Master Plan 1999 - De Anza College

The Educational Master Plans for the District and for each College serve as the foundation for the development of this Facilities Master Plan. The Master Plan for the Foothill-De Anza Community College District is a long-range plan that will serve as a guide for future development. This document should be regarded as a "living" document to be revisited, as needs change, and to serve the District for years to come.

PART I. Plan Overview

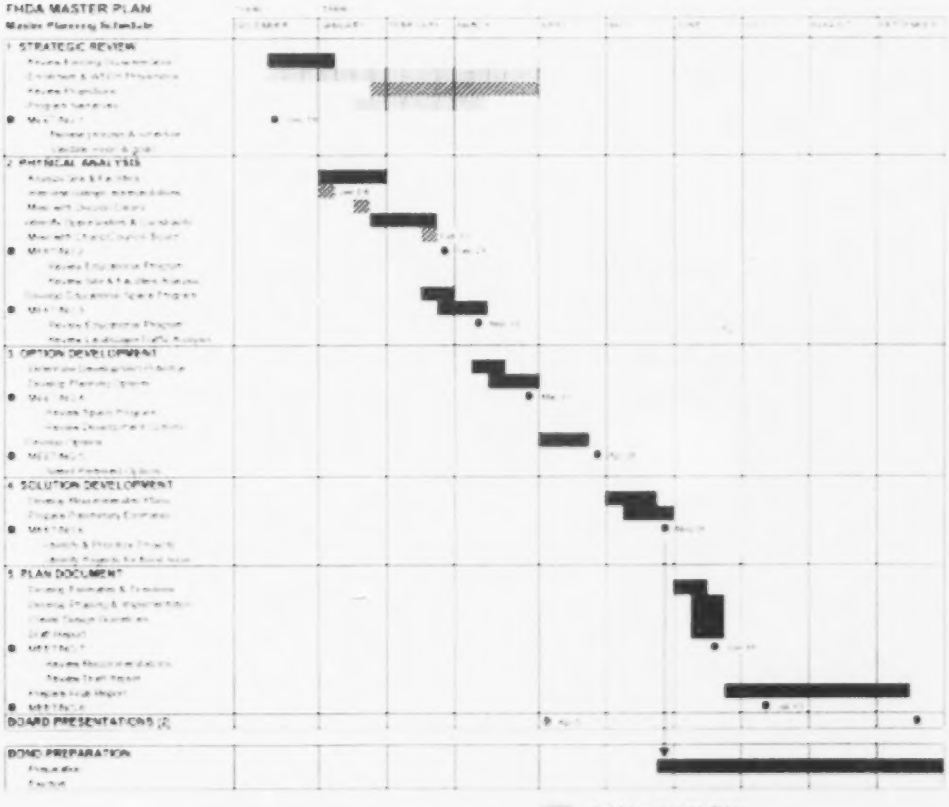
The Planning Process

The eight-month master planning process has been a highly participatory one involving the many constituencies of the Foothill-De Anza Community College District. The planners worked closely with the Steering Committee comprised of key administrators from the District and each of the colleges. The direct input of this leadership group insured the development of a well-conceived and accepted master plan for the district.

Throughout the planning process, open forums and presentations were held with shared governance and division committees to broaden the plan's perspective and to enhance the acceptance of the proposed developments. The master planning team was led by the Architects and included the Landscape Architects and the Traffic Engineers.

The master planning process followed the five phases illustrated in the following schedule.

Each phase, taken in turn provided a logical sequence for developing a collective understanding of the District's facilities needs. The Steering Committee met in each phase to review material and make important decisions. Through the dialogue of the planning process, and comprehension of future needs, a strong and logical Master Plan evolved for the Foothill-De Anza Community College District.



PART I. Plan Overview

Document Organization

This Facilities Master Plan is a planning document that is organized into four sections.

I. Plan Overview

An overview summary of the planning process and document organization.

II. Master Plan Recommendations

The Proposed Master Plan section is the conclusion of the planning process. A campus master plan is presented for each college identifying the proposed projects required to meet the Master Plan Space Program. Analysis diagrams describe proposed access and circulation, and landscape plans describe the landscape recommendations for each college. Design Guidelines are presented in this section to serve as a guide for future development.

III. Educational Plan Summary

This section is a summary of the College's Educational Master Plans. It includes Division Summaries, Weekly Student Contact Hour (WSCH) Projections, Instructional Space Summaries and Master Plan Space Programs.

IV. Existing Analysis

The Existing Analysis section is a comprehensive analysis of each campus. Graphic plates detail the physical and experiential issues, identifying constraints and opportunities for each site.

Appendix

The Appendix includes the following information that was developed during the master planning process.

- Proposed Plant Materials
- Mechanical engineering
- Electrical Engineering
- Building Age Summary

Supporting Documents

This master plan is supported by a number of documents that provide additional and more detailed information. They include:

Foothill-De Anza Community College District 2005 - Planning for the New Millennium

Educational Master Plan 1999 - Foothill De Anza Community College District

Foothill 2005 - Educational Opportunity for All In the 21st Century

Educational Master Plan 1999 - Foothill College

De Anza 2005 - Pathways to Excellence

Educational Master Plan 1999 - De Anza College

Traffic Circulation Study/Parking Utilization Analysis at Foothill and De Anza Colleges - 1999

Barton-Aschman Associates, Inc.

Facilities Master Plan cost Summary

Foothill De Anza Community College District - July 1999

Space Inventory Report

Foothill De Anza Community College District - February 1999

PART II. Master Plan Recommendations

Master Plan Recommendations

The conclusions of the Educational and Facilities Master Plan for Foothill-De Anza Community College District are presented in this section. The Recommendations are a physical interpretation of the Educational Master Plans and address the educational, site and facility needs at each College. The Master Plan is a long-range plan and is intended to act as a guide for future development. It will be revisited annually, as needs change and will serve the District for years to come.

While the Master Plan drawings appear specific, the forms generated are only placeholders designed to specify campus linkages and adjacencies. The final design of each site and facility project will take place as projects are funded and detailed programming occurs.

The Recommended Master Plan is presented in a series of graphic plates, which are included in this section and described below.

Recommended Master Plan

The Recommended Master Plan is an illustration of the proposed campus recommendations. Site development and facility projects including renovation and new construction are identified.

Campus Access & Circulation Plan

This plan describes the proposed campus access and circulation. New entries, pedestrian drop-offs, vehicular and pedestrian patterns are illustrated.

Landscape Master Plan

The Landscape Master Plan illustrates the proposed development for the campus grounds.

Design Guidelines

The Design Guidelines identify and illustrate the key concepts and elements that combine to give each campus their notable character. These traits are those that should guide future building and site development. The guidelines cover issues regarding campus plan, architectural vocabulary and landscape treatment.

PART II. Master Plan Recommendations

Foothill College

Letter from the President

The Facilities Master Plan for Foothill College is the first since Foothill was constructed in 1961. This plan reflects the mission and goals of the College as contained in our educational master plan, FOOTHILL 2005, Educational Opportunity for all in the 21st Century. An extraordinary number of people participated in the development of the educational master plan from which we have derived our facilities planning.

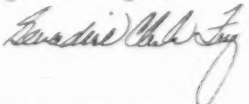
The facilities plan will guide us into the next five years where unprecedented growth and student diversity is expected. We have identified specific performance objectives for institutional effectiveness and each division has developed a plan for attaining those objectives through staffing, program development, and facilities planning.

The educational and facilities master plans were created to affirm our Vision:

> *Students who attend our college achieve their goals because relevant instruction occurs in an engaging, stimulating, inclusive manner, and any support service they need is provided. Students feel accepted as part of the Foothill family and realize they made the right choice in choosing Foothill to further their education and personal development.*

And to assist us in achieving our Mission:

To provide lower division academic instruction, career programs, and continuous workforce improvement to advance California's economic growth and global competitiveness.



Bernadine Chuck Fong, President
August 1999

PART II. Master Plan Recommendations

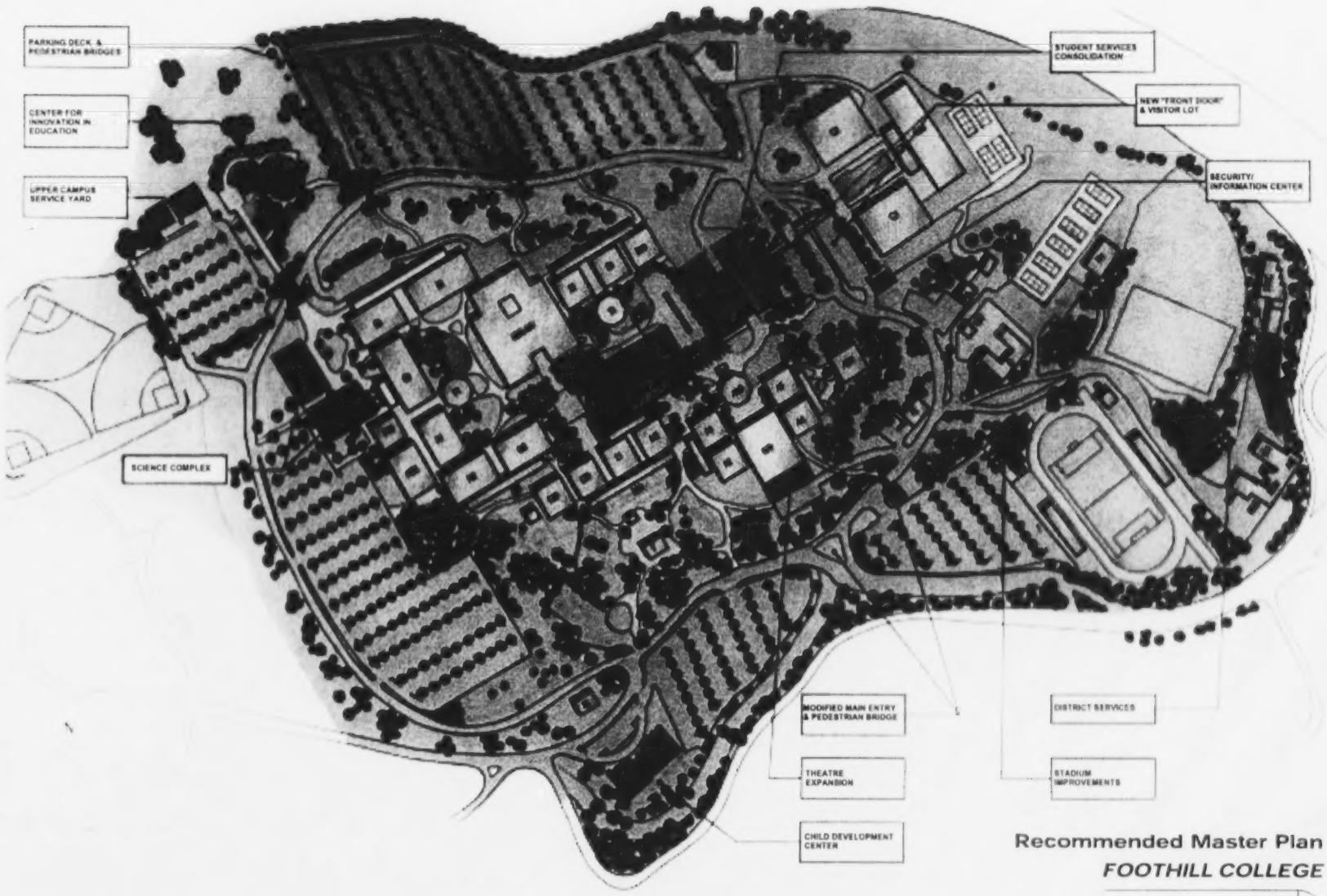
Foothill College

Master Plan Recommendations

The Recommended Master Plan for Foothill College presents a campus model that will meet the needs of the college for its current enrollment of 16,000 and an anticipated enrollment of 18,000 students by the year 2010. The plan provides solutions to the educational needs described in the Educational Master Plan and addresses issues identified in the Existing Analysis. The plan is an overall picture of the developed campus and includes both site development and facility projects.

The challenge of the Foothill College Master Plan was to accommodate the needs of a growing college, while maintaining the original design and architectural integrity of this exceptional campus. According to the original campus architects, Ernest Kump and Masten & Hurd, ...

> *It is the desired objective that the new campus for Foothill College be so physically organized in its planning as to provide an environmental feeling of dignified informality within a framework of functional and orderly relationships of the required building spaces.*
>
> *The entire campus and its space organization should form an organic unified complex achieving a sophisticated yet informal environment related to the feelings manifest in the traditions of college life.*
>
> *Master Site Development Plan Program*
> *October 20, 1958*



Recommended Master Plan
FOOTHILL COLLEGE

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PART II. Master Plan Recommendations

Foothill College

SITE IMPROVEMENTS

MODIFIED MAIN ENTRY AND PEDESTRIAN BRIDGE

A revision to the main entry is proposed to eliminate the congestion that currently exists. Landscape development will accent this entry and clearly direct campus visitors to the main loop road. The path from the adjacent parking lot (Lot A) is shifted to the east, and a pedestrian bridge is proposed to create a safer and more convenient pedestrian path. The bridge will connect to a newly developed path that will lead up to the theatre and main campus.

NEW "FRONT DOOR" AND VISITOR LOT

A highly visible "Front Door" to the Campus Center and main campus is proposed along the Loop Road, at grade level, below the existing footbridge that connects the main campus with the athletic facilities. A two-story lobby expansion will create an inviting entrance to the Campus Center which will house the proposed "One Stop Shop" of student services.

An expanded Visitor Parking Lot adjacent to the "Front Door" will allow for easy access to the renovated Campus Center. A new visitor to the campus would enter the campus, see the bridge as a gateway, park in the expanded Visitor Parking Lot and enter an inviting lobby at grade level.

The "Front Door" landscape is designed to emphasize the entry to the campus and Student Services Center. Single species deciduous accent trees will punctuate either side of the entry drop off and visitor parking lot, emphasizing the campus entry point. The accent tree planting is supported with low growing shrubs.

PARKING DECK AND PEDESTRIAN BRIDGES

With the anticipated growth in campus enrollment, additional parking is required. In order to address this need, a parking deck is proposed along the north side of the campus. The deck will be built into the sloping hillside adjacent to the proposed Center for Innovation in Education and will incorporate stair towers and pedestrian bridges across the main campus loop road.

The bridges will eliminate some of the pedestrian-vehicular conflicts that currently exist and strengthen the connection of the campus to the Center for Innovation. The deck will incorporate landscape elements to provide shade and to reduce the "sea of cars" effect.

PART II. Master Plan Recommendations

Foothill College

LOOP ROAD RE-ALIGNMENT

A re-alignment of the Loop Road is proposed in order to resolve a number of planning issues identified in the Existing Analysis. The congestion at the sharp bend is eliminated, and the limited buildable area on the main campus is expanded, allowing for the construction of the new Science Complex.

The new section of the loop road will be depressed and a pedestrian bridge/plaza developed to connect the proposed Center for Innovation in Education to the main campus. The development of the bridge and the associated landscape elements will serve as a visual and physical expansion of the existing campus.

FACILITY PROJECTS

SECURITY & INFORMATION CENTER

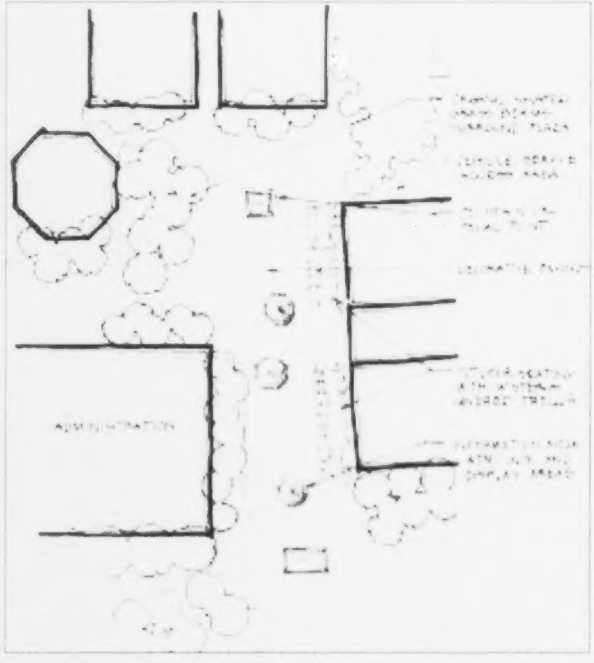
The current location of the Security Office, on the main level of the Campus Center, has limited visibility for "first time" visitors and creates a problem for those in need of a map, directions or a parking permit. A new Security & Information Center is proposed along the Loop road, adjacent to the proposed "Front Door" and expanded Visitor Parking Lot. This location will orient the first time visitor and will provide Security easy access to the entire campus.

STUDENT SERVICES CONSOLIDATION

Currently, Student Services offices are located in a number of facilities throughout the campus. Access to these decentralized services is difficult. A complete renovation and addition to the current Campus Center will consolidate all of the Student Services functions on the campus into one central location - a true "One Stop Shop".

The office functions (Admissions and Records, Financial Aid, Counseling, etc.) will be located on the lower level, adjacent to the new Entry Lobby. Food Service, Bookstore, Lounge and Meeting Room functions will be located on the upper level. The dining areas will "spill" out onto a developed outdoor plaza, which will create a primary gathering space on the east end of the main campus.

The main plaza will be used for large gatherings (displays, bazaars, and concerts) and will be surrounded by organic shaped grassed berms reminiscent of the existing campus landscape. The grassed berms will



provide outdoor areas for eating, people watching and event overflow. The main plaza will provide long expansive views to the surrounding landscape and serve as a central focal point for the campus.

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PART II. Master Plan Recommendations

Foothill College

A trellised outdoor seating area planted with Wisteria and irrigation misters (reminiscent of the existing Owl's Nest plaza) will be included at either side of the entry to the Student Services building. The covered seating area is adjacent to food services and the bookstore, and will serve as an outdoor eating space and small scale gathering area.

The main plaza development includes a series of overflow spaces of assorted sizes for varied events. Decorative paving and benches will be located throughout the main plaza in a variety of sizes and groupings.

CENTER FOR INNOVATION IN EDUCATION

A renovation to the dormant Space Science Center, will transform the facility into an interactive, multimedia open-access computer laboratory and center for innovations in educational technology and K-14 teacher training.

The associated landscape development will serve as an ecologically sensitive and environmental example of California landscapes and will serve as a living example of the concepts taught in the Center. Landscaping surrounding the building will be a continuation of the horticulture department arboretum gardens and a mixture of low growing flowering plants. This landscape will have a unique character and will frame the long expansive views from this hilltop setting.

The landscape shall serve as a visual and physical connection to the Science Complex and Central Campus. The north-facing hillside at the perimeter of the campus shall serve as a herbivore grazing area and the material selections and paving shall be innovative, environmentally sustainable, recycled or experimental in nature. Lighting shall be low level and considerate of the surrounding residential context.

SCIENCE COMPLEX

A new science complex will provide a venue for collaboration between three different Allied Health Career programs: Biotechnology, Ornamental Horticulture and Veterinary Technology. The new development will replace the aging facilities that currently exist on the west end of the campus and correct the vehicular congestion as well. The proposed pedestrian bridge/plaza will provide a visual and physical connection to the proposed Center for Innovation in Education.

The science complex landscape design supports the instructional use of the proposed science buildings. The west-facing slope adjacent to the classroom spaces are designated for horticulture department demonstrative gardens. Trees and landscape consistent with the arboretum nature of the surrounding landscape will serve as an example of native and drought tolerant plants.

An outdoor space within the complex is recommended for formal outdoor classroom use. Trees will be used to define the outdoor use of this learning space, providing shade and structure. Large grassed berms are proposed with informal tree groupings consistent with the existing landscape areas throughout the campus. Small plazas for intimate conversation and classroom support are to planted with small scale trees of a single species.

CHILD DEVELOPMENT CENTER

The recommended location for the proposed Child Development Center will provide easy access to and from the center from Moody Road without circulating through the entire campus. The proposed Center will support the Child Development Program needs and will replace the aging temporary facilities that currently exist.

PART II. Master Plan Recommendations

Foothill College

The child development center landscape design will provide users with varied landscape for activities associated with the child development center curriculum including whimsical elements for children's interest. The perimeter landscape will incorporate a dense buffer of trees and shrubs for screening from neighboring activities. Plant selections should not include any toxic or poisonous plant species that may be harmful to children, (e.g. Oleander).

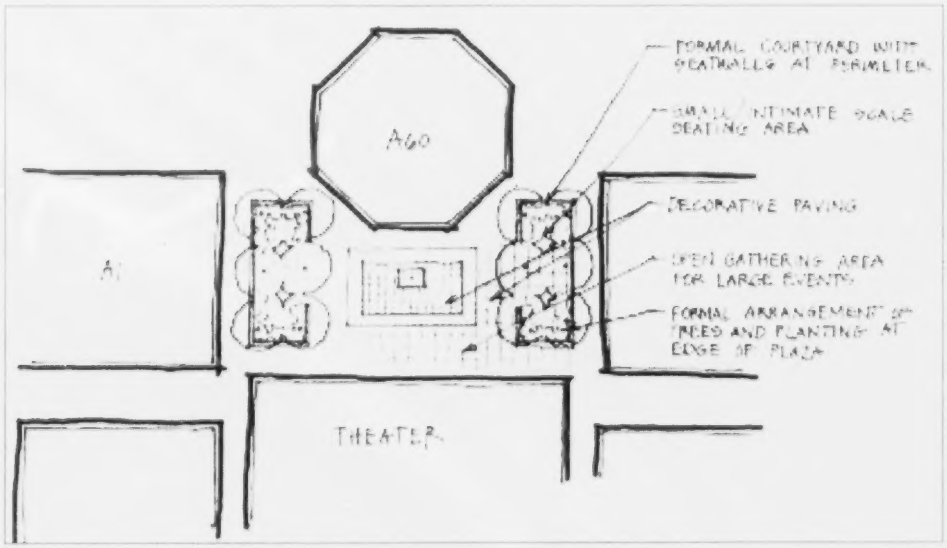
THEATRE EXPANSION

The current theatre lacks the support space required to support the program. The proposed two-story addition at the back of the theatre will provide new classrooms, scenery construction and storage areas, an elevator and a revised loading dock. The proposed pedestrian bridge at Parking Lot A will connect to a pedestrian path to the theatre and will encourage access from the lower parking lot.

The formal outdoor reception plazas shall reflect the formal yet creative nature of the theater. The north-facing courtyard will serve as a formal plaza intended for mixed uses. Small trellised outdoor areas are proposed for practicing lines and intimate conversations, as well as for large formal gatherings and theater events. Tree planting in a formal arrangement at the perimeter of the courtyard to allow for expansive plaza events and will provide varied seating areas at the perimeter of the plaza. Low level lighting is recommended for night time use.

STADIUM IMPROVEMENTS

The current stadium support facilities are lacking and in need of repair. This project will include the construction of a new stadium support facility to house restrooms, team rooms and concessions.



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PART II. Master Plan Recommendations

Foothill College

VETERINARY TECHNOLOGY SUPPORT & UPPER CAMPUS SERVICE FACILITY

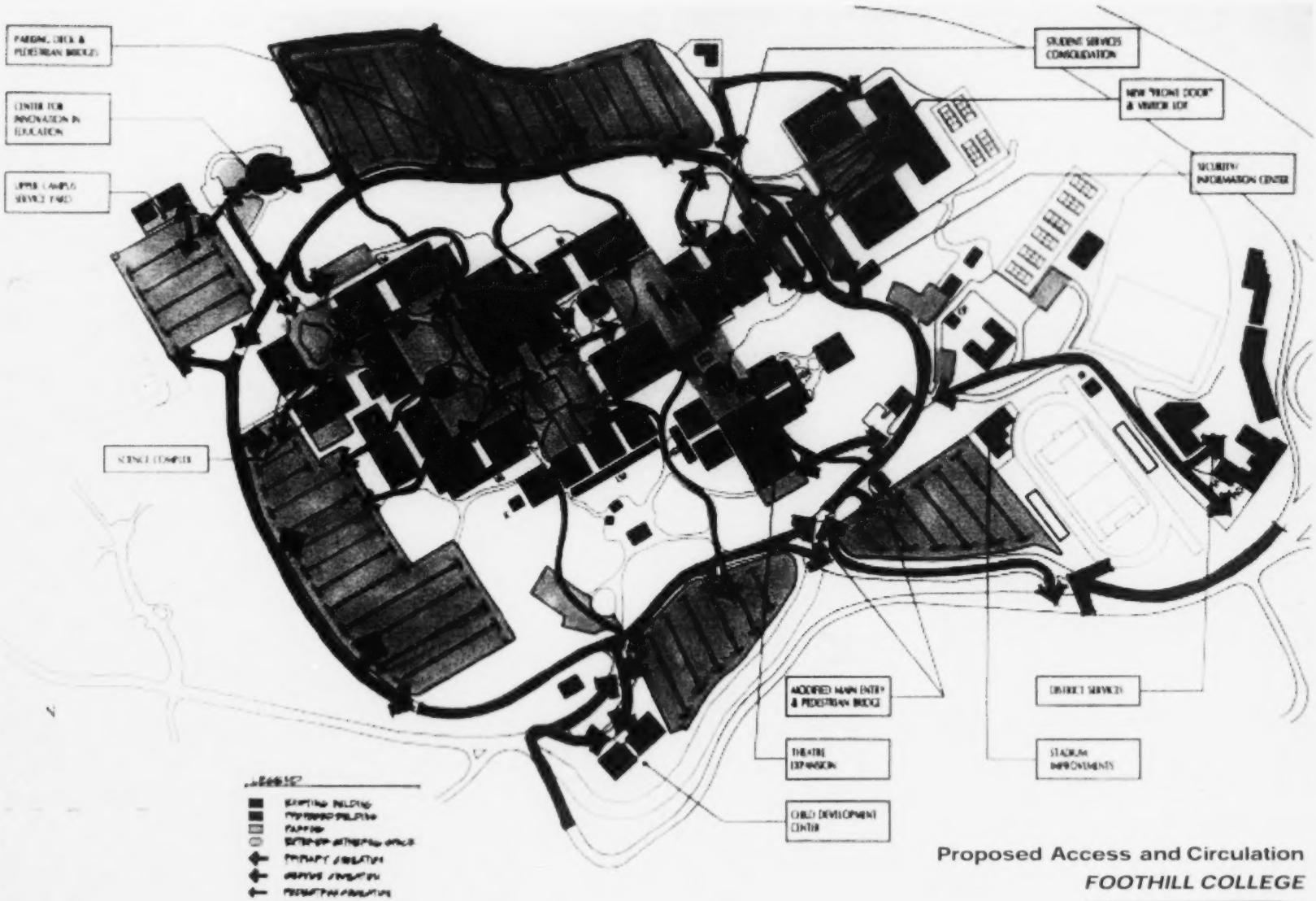
The Veterinary Technology Program will be housed in the proposed Science Complex, with the exception of the sloping hillside adjacent to the CIE, which will be used as a grazing area for horses. The proposed facility will support this area as required by the program. In addition, a service building will be located here to facilitate the on-going maintenance needs of the upper campus.

EDUCATIONAL TECHNOLOGY SERVICES AND PLANT SERVICES

A facility to support district-wide technology is proposed at the Plant Services area located at Foothill College. The Educational Technology Services building will be a shared use facility and will include User Support Services, Technical Services, Network Management, Computer Operations, TV/Video and Instructional Development. The project also includes renovations and additions to the current Plant Services Facility.

Proposed Access and Circulation

The following graphic titled, "Proposed Access and Circulation" describes the proposed changes to the campus as the master plan projects are implemented over the years.



Proposed Access and Circulation

FOOTHILL COLLEGE

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PART II. Master Plan Recommendations

Foothill College

Landscape Master Plan

THE SETTING

The Foothill Campus is situated among rolling hillsides of Northern California. The surrounding landscape is comprised of a mixed Oak woodland ecotype. The campus is bordered on all sides by sparse residential developments and vehicular corridors. Because of its location on top of a hillside, the campus affords expansive views to the neighboring hillsides and native landscape.

THE EXISTING CAMPUS LANDSCAPE

The 122 acre Foothill campus landscape was planted nearly 30 years ago, and although well planned, changes in the campus structure and the maturity of the campus planting has left the landscape in need of renovation. Natural rock outcroppings, oak trees and native perennial grasses are prevalent throughout the campus landscape. Proposed campus development will create new areas, which will need to fit in with the established landscape structure and surrounding native landscape. The Landscape Master Plan includes the evaluation of existing landscape conditions and provides recommendations related to safety, structure and aesthetics.

LANDSCAPE CONCEPT

The intention for the renovation and addition of future landscapes is to reinforce a sense of place within the rural campus setting, while weaving together newly renovated areas within the fabric of the original campus. Renovations to existing landscaped areas shall incorporate innovative use of sustainable materials. New plantings and outdoor spaces shall add aesthetic value, provide visual interest, and define the outdoor spaces throughout the campus. Selection of new and replacement plant material shall be consistent with the intent of the original campus master plan, native to California and shall require minimal supplemental water and maintenance.

The Foothill campus is defined through a series of organic landscape spaces of a bucolic nature. The adjacent oak woodland landscape transitions from several semi-formal arrangements of large deciduous tree plantings into more formal central campus courtyards and plazas.

Vehicular and pedestrian entries shall be planted with stands of columnar accent trees to identify the significant entrances to campus. Landscape shall support the proposed building expansions and work with the concept of the new building styles and facades as well as the proposed disciplines.

Landscape Master Plan
FOOTHILL COLLEGE

tBP/Architecture

FOOTHILL-DE ANZA

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FACILITIES MASTER PLAN

PART II. Master Plan Recommendations

Foothill College

Landscape Recommendations

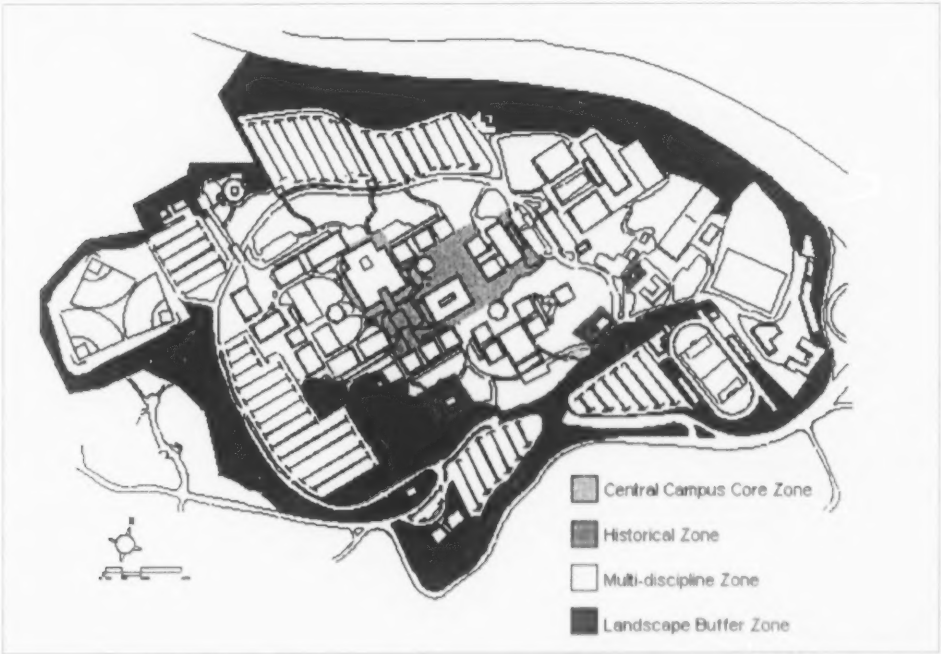
PLANTING

Mature and unhealthy plantings are recommended to be replaced with appropriate size trees and shrubs for the scale of the setting. Large groves of trees will be selectively removed and replanted over time to avoid plants reaching maturity at the same time. Informal planting areas will be planted with a mixture of low growing plant species to avoid single species plant mortality. Large masses of tall shrubs (over 5 feet tall) will be avoided for safety reasons. All tree-planting guidelines shall be as indicated or supported by specific Arborist recommendations.

New and renovated landscape areas will reinforce the following landscape concepts.

- Ecological connection with the place and surrounding region.
- Sense of place and individual campus identity.
- Visual interest.
- Direct views and define spaces.
- Commitment to education, natural resources and sustainability.
- Emphasis on entry points to orient visitor, staff and students to campus use areas.
- Appropriate style and scale i.e. formal, semi-formal, natural.
- Safety.

For the purpose of organization and emphasis of distinct campus styles, the landscape areas at Foothill College have been divided into four distinct landscape zones. Each zone adheres to the landscape concepts established above while also emphasizing the unique identity of the specific zone.



PART II. Master Plan Recommendations

Foothill College

Landscape zones are organized into the following distinct areas:

- *Central Campus Core Zone* - The central campus core consists of large plazas (formal and informal) and mixed use areas (eating, administration, campus support, library, large gathering areas).
- *Multi-discipline Zone* - The Multi-discipline zone consists of the landscape supporting individual disciplines within the campus, including classroom spaces and smaller courtyards which serve the classrooms. (e.g. Science, Art, Offices)
- *Historical Zones* - The Foothill campus has remnants of a historical landscape which supports the existing structures from the original site use at the campus. These landscape spaces are generally low use spaces but have great historical reference and significance.
- *Landscape Buffer* - As the campus is immediately adjacent to major vehicular circulation routes (Hwy 280), a landscape buffer of mixed evergreen / oak woodland has been established at the perimeter of the campus.

CENTRAL CAMPUS CORE ZONE

The Central Campus Core Zone is intended to serve as the principal gathering space on the campus. Landscape treatment shall be designed to support multiple outdoor events (e.g. lectures, concerts, informal seating, etc.) The landscaping within the central core shall include formal arrangement of trees and shrubs along with large organic shaped grassed berms. Plazas shall contain a combination of low growing groundcover (under 24") and/or grass with tree plantings. Tree size shall be selected in relation to the size of the plaza. The objective of the Central Core Campus Zone landscape is to achieve the following:

- Reinforce the pedestrian and vehicular circulation throughout the campus.
- Define Central Campus Core Zone identity.
- Provide visual interest and outdoor gathering areas for students, staff, visitors.
- Provide safe outdoor spaces.

MULTI-DISCIPLINE ZONE

The multi-discipline zone is intended to serve as a secondary gathering space on campus. Landscape treatment shall be designed to support classroom use, intimate seating and conversation areas, study and reading spaces. The landscaping within the multi-discipline zones shall include semi-formal arrangement of trees and shrubs in small courtyards and informal use of landscape elements surrounding buildings and pathways. Small courtyards shall contain a combination of low growing groundcover with single species tree plantings. Tree size shall be small in scale (12' - 20' height). In general, the landscaping of the Central Core Campus Zone should reinforce the following objectives:

- Provide visual interest and small scale outdoor gathering areas for students and faculty.
- Provide and overall campus feeling which promotes educational ideals being instructed in the campus.
- Provide areas which promote outdoor education and interaction between students and staff.
- Provide safe outdoor spaces.

PART II. Master Plan Recommendations

Foothill College

HISTORICAL ZONES

The historical zone landscape is intended to serve as a tertiary gathering space on campus. Landscape treatment shall be designed to support special events and shall reflect the original design intent of the space. The landscaping within the historical zones shall include very formal arrangement of trees and shrubs, reminiscent of turn of the century garden design. Courtyards and landscape surrounding the Historical Buildings (i.e. Carriage House and House) shall contain a formal arrangement of flowering groundcovers, perennials and tree plantings, combined with decorative paving and detailed site ornamentation. The landscaping of the Historical Zones should incorporate the following guidelines:

- Provide a cultural representation of the history of the site.
- Provide very formal gathering spaces for formal events, presentations and gatherings.
- Utilize detailed site furnishings of a historical nature.

LANDSCAPE BUFFER ZONE

The Landscape Buffer zone incorporates the native Oak Woodland landscape which surrounds the perimeter of the Foothill Campus. The campus landscape buffer zone shall include a dense planting of evergreen trees intended to screen the campus from adjacent activities, properties and vehicular corridors, and to provide an ecological connection to the neighboring native woodland. The Landscape Buffer Zone should incorporate the following:

- Provide a dense buffer at perimeter of campus to screen adjacent vehicular traffic (i.e. Highway 280).
- Enhance ecological connection to adjacent Oak Woodland.
- Maintain visibility at a pedestrian level.

PART II. Master Plan Recommendations

Foothill College

Design Guidelines

The purpose of the following section is to communicate the design guidelines for future physical development of the Foothill College campus. These guidelines are divided into the key issues that create campus character:

Campus Plan

Architectural Vocabulary

Landscape Treatment

Woven through these guidelines as a common thread is a consistent approach to the challenge of creating new design within an existing campus. On a campus of significant character such as Foothill, meeting this challenge insures the preservation of a great heritage for future generations of students.

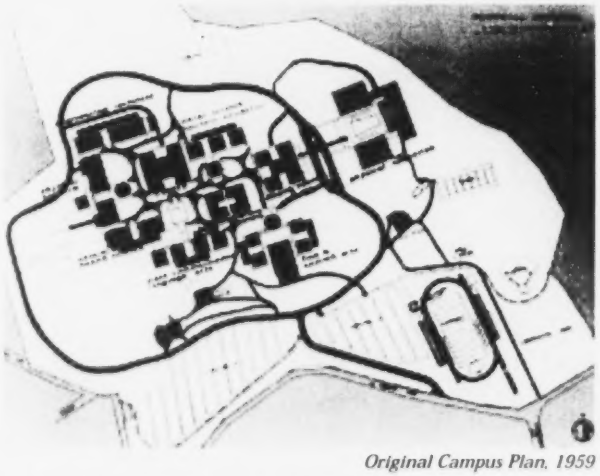
The design guidelines are focused on the essential elements and visual themes of the Foothill tradition to insure they become part of future development. New design at Foothill will reinforce and enhance the existing character of this notable campus.

It is important to emphasize that new design on the campus should be a blend of new and old. The goal of future development should be to create a campus whose design builds on the foundation of the past with a strong contemporary vision for the future. It is significant that this design approach parallels the educational mission of the district and can be a manifestation of it.

CAMPUS PLAN

The "foundation" of the distinguished character of the Foothill campus is its campus plan. The plan represents the organization of the college and the arrangement of buildings and open spaces within it.

All major buildings are placed on the hilly site and adjoining knoll connected by a footbridge. At a lower level, an access road gracefully circles the campus, successfully separating vehicles from pedestrians on the main campus. Buildings on the main campus are clustered in disciplines and organized around the central Library. The campus is described as having an atmosphere of warmth, dignity, richness and vitality...an environment in which the community feels at home.



Original Campus Plan, 1959

The Master Plan identifies the opportunity to create a new cluster of buildings and expand the academic core with the proposed Science Complex. Pedestrian bridges are proposed at a number of locations to connect the main campus to surrounding grades. This follows the original planning concept developed with the design of the main footbridge. Future development of the Foothill campus allows the opportunity to enhance and expand the campus plan while addressing current and projected future needs.

PART II. Master Plan Recommendations

Foothill College

ARCHITECTURAL VOCABULARY

The architectural design of the Foothill College campus provides a consistency of architectural expression which gives the campus its cohesive identity.

Naturalness was emphasized in the architectural style of the campus by using a palette of materials that were deliberately sparse and organic: redwood (the chief structural material, chosen for its indigenous tradition and as a reflection of the half-rural environment of the college), brick and concrete. The majority of the original campus buildings were rectangular, with the exception of three octagonal lecture halls strategically located throughout the main campus.

The design of future buildings on the campus should endeavor to participate in the campus tradition and extend it into a contemporary expression. New buildings should carefully respect the traditional palette of materials, facade proportioning and window type.

LANDSCAPE TREATMENT

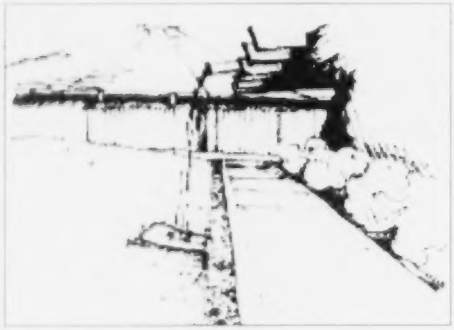
Focal Plantings at Arrival and Entry Points

Stands of accent trees shall be used to identify pedestrian and vehicular access points. Lighting and signage shall complement the tree planting.

Erosion Control and Drainage

The following general recommendations shall be applied to heavily eroded banks and hillsides.

- Replant heavily eroded hillsides and banks with soil stabilizing plants (Refer to Appendix for plant species).
- Use retaining walls, concrete curb and gutter to prevent further erosion.
- Repair inefficient and damaged drain inlets.
- Implement new system for downspout drainage.
- Install drainage at pathway edges (e.g. perforated pipe wrapped in fabric with gravel 2" - 3" decorative black color on top.
- Restore stream banks with riparian habitat.
- Implement long term renovation of native perennial grasslands on large hillsides.



Soil Health

The following guidelines for soil health shall be considered.

- Campus wide soil test and analysis.
- Raise soil level in beds adjacent to raised concrete pathways.
- Compacted planting beds shall be aerated and include organic soil amendments.

- All planting beds shall be mulched with a three-inch layer of mulch. Mulch Type shall be 3/4" - 1" recycled and nitrified redwood compost with organic components such as leaf litter and tree waste.
- A program for chipping and mulching campus green waste should be incorporated.

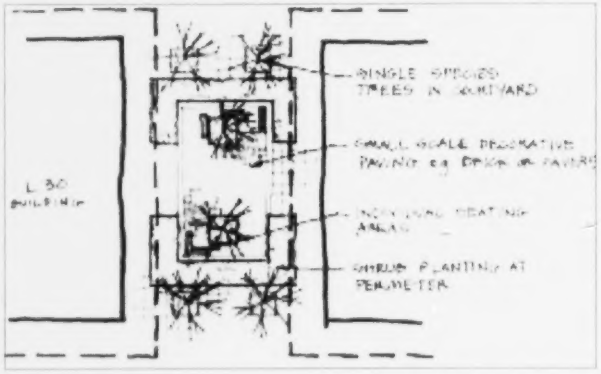
Parking Lot Treatments

Landscaping in parking lots shall be used to provide shade and to mitigate the reflective glare of the paved areas. When renovations are made to existing parking lots and when additional parking is added, lots shall be planted with trees at a minimum rate of one tree per six parking spaces. Structural soils may be used in parking lots to establish compaction yet allow tree root growth. Where structural soils are not appropriate, deep rooting tree species shall be selected to avoid degradation of the paved surface. Maintain low growing (under 3') landscape at perimeter of parking lots and in planting islands to retain visibility from adjacent walks and buildings.

Decked parking shall be planted with one tree per column at the second story level. Views of decked parking lots should be screened with evergreen trees. Slow growing species such as *Quercus agrifolia* - Coast Live Oak are recommended in combination with faster growing tree species (refer to appendix for tree species).

Interior Courtyard Landscaping

Small courtyards within the multi-discipline zone that support academic buildings shall be planted with single tree species to identify the courtyard as unique (Refer to Appendix for suggested tree species). Smaller scale benches and paving shall reinforce the intimate quality of these small courtyards. Paving in interior courtyards should differentiate from surrounding paving with smaller scale or more detailed paving such as brick, exposed aggregate squares or decorative concrete pavers. Courtyards should contain consistent style benches, recycle bins and waste enclosures. Low level lighting should be included in courtyards for safety and night time use.



Successional Replacement and Weedy Species Removal

Replacement of all mature, unhealthy and inappropriate trees shall be successional and replanted in varying stages over time to prevent maturity of trees at the same time. Large stands of trees shall be replaced over a period of ten years.

Existing stands of invasive plant species such as Pampas Grass, Acacia and Broom shall be removed. These weedy plant species shall be replaced with appropriate plant selection (Refer to Appendix). The Eucalyptus groves shall be replaced with Coast Live Oak trees and Oak understory planting (Refer to Appendix). Existing Oak seedlings found throughout the campus shall be gathered, nursed in campus horticulture department and used as replacement planting.

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PART II. Master Plan Recommendations

Foothill College

Site Lighting

The following recommendations shall be considered for Campus lighting.

- Existing lights shall be replaced with energy efficient down-lit fixtures, of similar style.
- Hierarchy of similar style light fixtures.
- Large scale lighting along vehicular routes and parking lots.
- Pedestrian scale lights in central campus core zone (30' and under).
- Decorative small scale lighting in historic zones (20' and under).
- Low voltage lighting located in all stairways and along ramps.

Signage

Foothill College is currently undergoing a signage program which will greatly enhance campus wayfinding. Signs shall be located at vehicular and pedestrian entries and shall be supported with complementary landscaping.

Paving

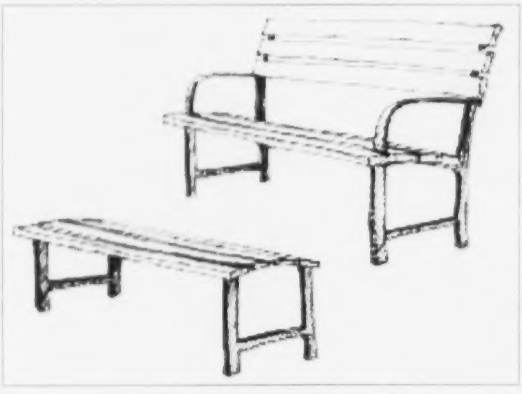
All new paved vehicular routes should accommodate bicycle traffic and provide bike lanes. Paving should be used to identify primary and secondary circulation routes through differentiation in paving type and scale. Central axis routes will be developed with a consistent use of decorative paving. Curbs are recommended at path edges to prevent their degradation. Paving in vehicular use areas should be designed to support the large trucks and fire equipment.

The following general recommendations shall be considered for campus paving:

- *Vehicular Paving* - Appropriate levels of paving shall be used in vehicular use areas to prevent degradation. Paving type may include asphalt, colored asphalt, bonded aggregate and concrete paving.
- *Pedestrian Paving* - Decorative paving such as concrete pavers, colored and scored concrete shall identify pedestrian corridors as major circulation routes.
- *Plazas* - Paving in central plazas shall emphasize the scale and intended use of these areas. Paving shall be semi-formal and accommodate large amounts of pedestrian and vehicular traffic.
- *Courtyards* - Small scale decorative paving such as brick concrete pavers or exposed aggregate is appropriate in small courtyards. Paving shall be chosen to enhance the individual identity of each courtyard.

Benches

The existing stationary benches shall be updated throughout the campus. Additional benches throughout the campus will provide a wide range of additional seating areas including intimate and large-scale seating. Benches shall be added to all small courtyards, quads, plazas, pathways and outdoor gathering areas. Bench styles shall reflect the scale and character of the landscape zone. Bench selections shall be low in maintenance requirements and constructed out of recycled materials.



Drinking Fountains

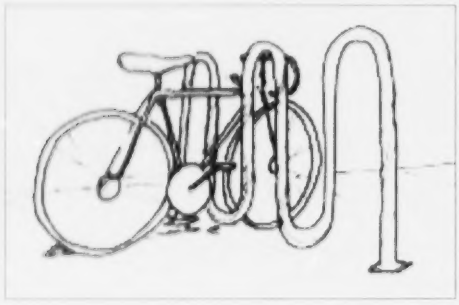
Drinking fountains will be located in all new plazas and adjacent to all newly constructed buildings. A consistent fountain style is recommended throughout the campus.

Bollards

Retractable bollards shall be installed in all secondary vehicular entry routes. The campus will authorize remote devices for retraction of these bollards and coordinate with the appropriate fire department to distribute remote access devices.

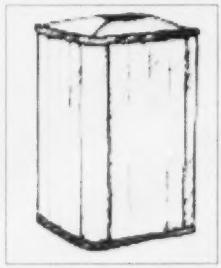
Bicycle Racks

Snake type bicycle racks shall be installed in all perimeter parking lots, near all bus stops and at the perimeter of campus to discourage bicycle transportation within the campus.



Trash Cans / Recycle Cans

Consistent style trash cans and recycle bins shall be used throughout the campus. Receptacles shall be of recycled materials and shall incorporate adaptable ash urns. Trash cans and recycle cans shall be located throughout the campus, along pedestrian routes and in plazas and courtyards.



Landscape Fences

Small scale landscape fencing throughout the campus shall be removed and replaced with landscaping and pedestrian benches.

Art

Sculpture and outdoor art are recommended in the existing location of fountains (to be removed). Provide locations for outdoor art - sculpture garden. A sculpture garden may be incorporated into large formal plazas throughout the campus. Focal points within large plazas will be punctuated with large art pieces.

Memorial Tree Garden

The campus has requested that an area be designated exclusively for memorial trees. As courtyards are renovated they should be replanted with memorial trees, as well as throughout the campus. Memorial trees shall be mapped and registered through Campus Facilities and shall be identified with a brass plaque set at the base of the tree trunk.

Irrigation

The existing irrigation system shall be replaced with a centralized irrigation system with water conserving features such as moisture sensors, remote flow control valves and water efficiency. All stationary risers along pathways and throughout the campus shall be removed and replaced with pop-up spray heads. Irrigation shall be added to all deficient areas, and all existing non-functioning heads and systems shall be replaced.

Irrigation should be coordinated with all new construction and 4" or larger sleeves should be added to all new buildings pathways, parking areas or roads. Sleeve locations are to be documented and registered with the campus facilities department.

Fountains

Remove and repair non-functioning fountains with sculpture or focal points.

Maintenance

Additional maintenance staff is required to sustain the current and proposed landscape improvements. Maintenance staff should continue to be educated in current campus maintenance techniques (i.e. tree health, pruning and irrigation). The campus should direct maintenance vehicles to remain on designated pathways and deter maintenance vehicular traffic through campus landscape areas. *(Refer to Landscape Implementation in Appendix)* original design and architectural integrity of this distinguished campus.

PART II. Master Plan Recommendations

De Anza College

Letter from the President

Since its inception in 1967, De Anza's vibrant culture and history have been characterized by anticipating the future and planning for it. During the last 18 months the college has completed three major planning efforts. The Educational Master Plan "De Anza 2005 Pathways to Excellence" was completed in spring 1999. This plan details the framework for our planning efforts, the internal and external assessments of our programs and services, and our goals for the future. At the same time faculty, staff and students examined all aspects of the institution through its Accreditation Self Study, a voluntary national system of program review that colleges and universities undertake every six years. As a result of completing the Educational Master Plan and Accreditation Self Study, we then began a comprehensive review of our facilities needs.

The Facilities Master Plan, which is described in the following pages, reflects the assessment of our current facilities and our plans for future facilities to meet our educational objectives. The plan is a result of countless hours of work by the college community through open forums, steering committees, and participatory governance meetings of the Campus Facilities Team, divisions, and College Council. This collaborative effort forges a collective vision to guide the future development of De Anza College.

The mission, goals and outcomes we hope to achieve with these facilities are detailed in the following pages. We look forward to the challenge of funding the new facilities proposed for the future so that we can continue to ensure access and success for every De Anza student in the years ahead.

Martha J. Kanter, President

September 1999

PART II. Master Plan Recommendations

De Anza College

Master Plan Recommendations

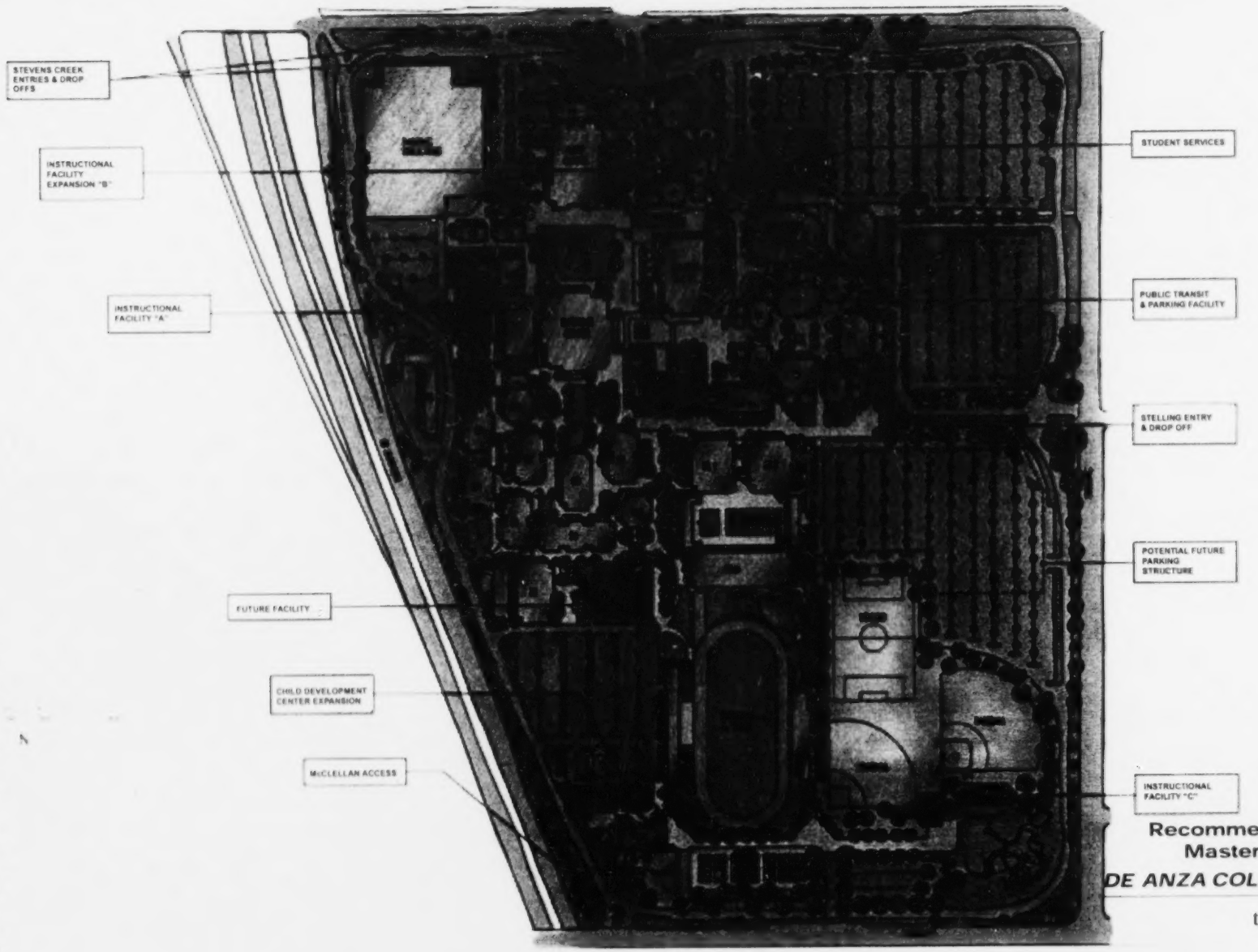
The Recommended Master Plan for De Anza College presents a campus model that will meet the needs of the college for its current enrollment of 25,000 and an anticipated enrollment of 32,000 students by the year 2010. The plan provides solutions to the educational needs described in the Educational Master Plan and addresses issues identified in the Existing Analysis. The plan is an overall picture of the developed campus and includes both site development and facility projects.

The challenge of the De Anza College Master Plan was to accommodate the needs of a growing college, while maintaining the original design and architectural integrity of this distinguished campus.

The original 1967-68 catalogue stated, the distinctive architecture, which harmonizes with the surrounding community, creates a natural, restful campus atmosphere (informal and conducive to study). The buildings are a blending of Spanish and modern architecture with adobe-like walls and red tile roofs.

The landscape development accents the natural advantages of the campus. More than 100 sycamores and palms were preserved and are supplemented with indigenous plantings. The basic flat nature of the campus is accented by rolling lawns and meandering paths. Exterior areas are developed to create a variety of dignified courts ranging from intimate patios to large formal areas for outdoor assemblies.

Architects Associated Ernest Kump and Masten and Hurd designed the original campus in 1967, which has received several architectural awards for excellence in design. The campus plan was based on the clustering of buildings around separate quads to create distinct educational nodes for each academic division of the college. The College was originally planned for 10,000 students, but has grown to over 25,000 in approximately 30 years. This Master Plan addresses the current space needs as well as the projected needs required to accommodate the anticipated growth to 32,000 students.



Recommended Master Plan

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De Anza College

SITE IMPROVEMENTS

STEVENS CREEK ENTRIES AND DROP-OFFS

Revisions to the existing campus entries along Stevens Creek will facilitate vehicular access to the campus and correct some of the congestion and confusion that currently exists. The main entry will be lengthened, in order to increase the "decision time" before turning, and two main "drop-offs" will be developed. The new "drop-offs" will lead vehicles off the perimeter road and into the campus at key access points and will increase overall safety and access.

Vehicular entries from perimeter access roads shall be planted with stands of Blue Atlas Cedar trees to identify the significant entrances to campus. Vehicular drop-off points shall be accented with tall columnar accent trees.

PUBLIC TRANSIT & PARKING FACILITY

The current parking demand on campus will continue to grow as enrollment increases. In order to offset some of this need the college is focusing on developing "alternative modes of transportation". The Public Transit & Parking Facility project includes the development of a bus transit hub on the east side of the campus that will provide access to the five bus routes that currently service the campus.

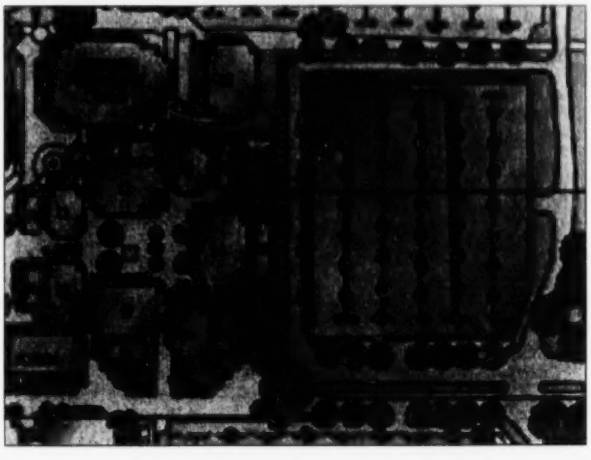
A one-story parking deck will provide additional parking as well as the required support and waiting areas. Landscape elements will be incorporated into the proposed parking deck to provide shade and to reduce the "sea of cars" effect.

STELLING ENTRY & DROP-OFF

The extension of the current Stelling Entry into the main campus will create a third "drop-off" and access point to the campus. In addition, the circulation through this intersection will be enhanced as the loop road is "smoothed out". The landscape design will emphasize this campus entry and will direct visitors to either the drop-off area or loop road.

McCLELLAN ACCESS

An entry and exit point at the southwest end of the campus is proposed in order to facilitate vehicular access into and around the campus.



PART II. Master Plan Recommendations

De Anza College

FACILITY PROJECTS

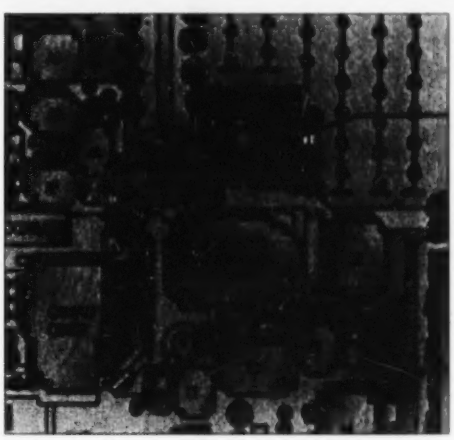
INSTRUCTIONAL FACILITY "A"

In order to address the growing demand for instructional space on campus, a new facility is proposed to the west of the Learning Resource Center. This facility will include instructional space to support all instructional disciplines.

The proposed building location includes the re-alignment of the loop road, which will extend the academic core. This re-alignment will correct the congestion that currently exists at the west side of the campus, as well as provide space for a new parking lot to replace and add to the existing parking.

STUDENT SERVICES

Currently, the Student Services functions are distributed throughout the campus in a variety of locations. This proposed project brings all of these functions together into one building, creating a gateway to De Anza for the delivery of student services in one accessible location ("One Stop"). The construction of this new facility will create a "front door" to the campus and will free up space throughout the campus to develop additional instructional space.



The landscape development of the student services plaza will greatly enhance the campus orientation for students and visitors. The developed plaza will be surrounded with a formal arrangement of trees and will serve as an urban outdoor space for seating, reading and small gatherings. The plaza will provide long expansive views to the surrounding campus landscape and entry points and serve as a central meeting point within the campus. The student service building will serve as a first impression of the campus; landscape and site furnishings shall be selected to reinforce a visitor's positive first impression of the campus.

INSTRUCTIONAL FACILITY "B"

A new facility is proposed between Flint Center and the Arts Quad to include a large lecture/performance space to seat 300 as well as gallery and lab space. The location will support the Fine Arts program, as well as other division needs for large lecture halls.

INSTRUCTIONAL FACILITY "C"

Instructional Facility "C" is proposed at the south end of the campus adjacent to the existing Environmental Studies Area. The facility will include Life Science and interdisciplinary instructional space to support the college's educational program needs. The project will include the development of a new parking and drop-off area and the relocation of the existing tennis courts to the west.

PART II. Master Plan Recommendations

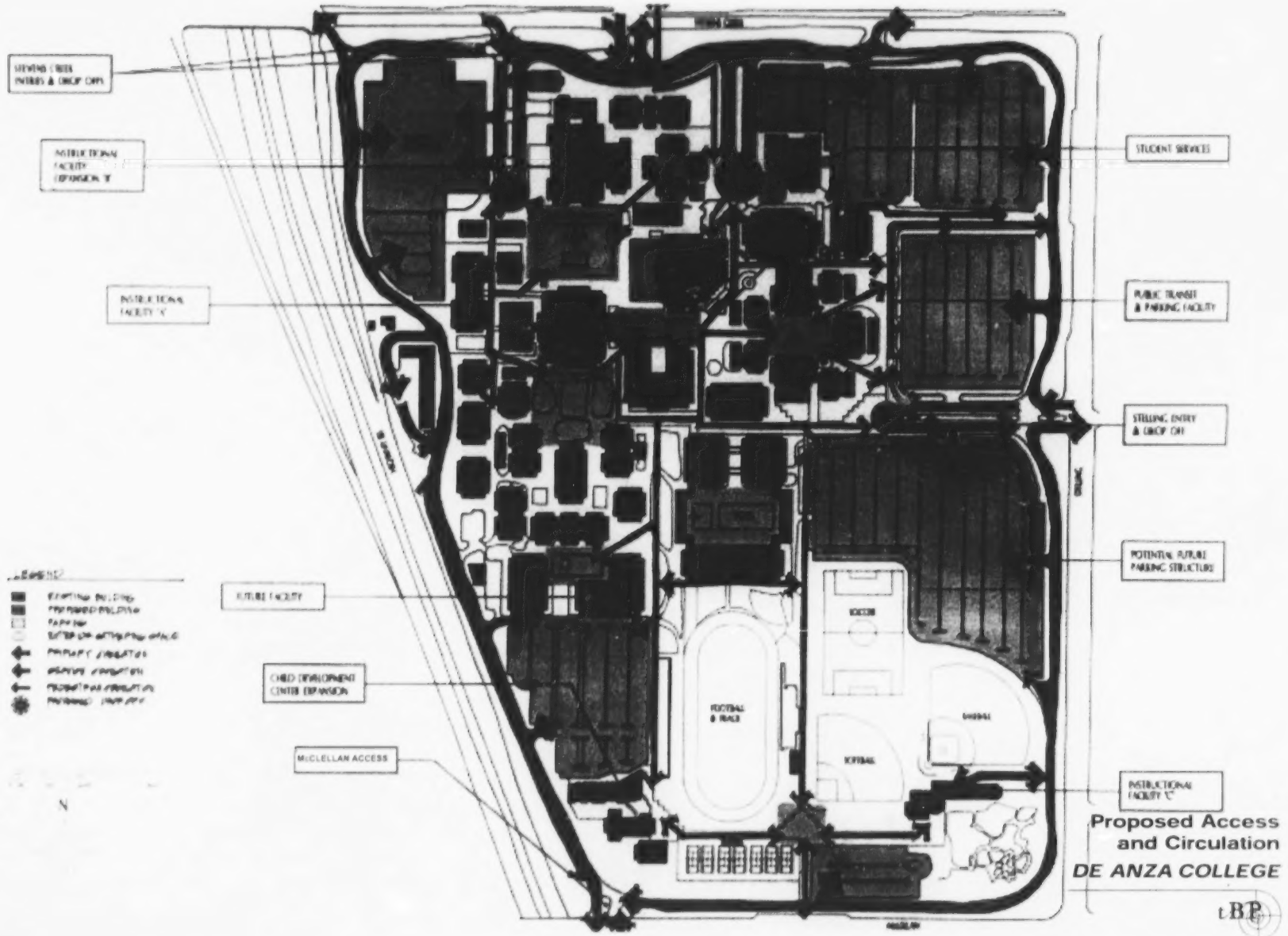
De Anza College

CHILD DEVELOPMENT CENTER EXPANSION

The expansion to the existing Child Development Center is currently in the planning stages and will greatly enhance the existing programs. The new addition will create a welcoming entry to the facility and provide much needed additional space.

Proposed Access and Circulation

The following graphic titled, "Proposed Access and Circulation" describes the proposed changes to the campus as the master plan projects are implemented over the years.



Proposed Access and Circulation

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PART II. Master Plan Recommendations

De Anza College

Landscape Master Plan

THE SETTING

The De Anza College campus landscape is located within the urban context of the Silicon Valley setting. The landscape of this area is Mediterranean in nature and historically, the site was a location for fruit orchards and burgeoning turn of the century estates. The campus is bordered on all sides by major vehicular routes, commercial and residential developments. The densely planted perimeter landscape serves as a landmark identifying the campus within the urban context.

THE EXISTING CAMPUS LANDSCAPE

The 112 acre De Anza College campus landscape was planted approximately 30 years ago, and although well planned, changes in the campus structure and the maturity of the campus planting has left the landscape in need of renovation. New planning and campus expansion will create new areas, which will need to fit in with the established landscape structure and surrounding native landscape. The Landscape Master Plan evaluates the existing landscape conditions and provides recommendations related to safety, structure and aesthetics.

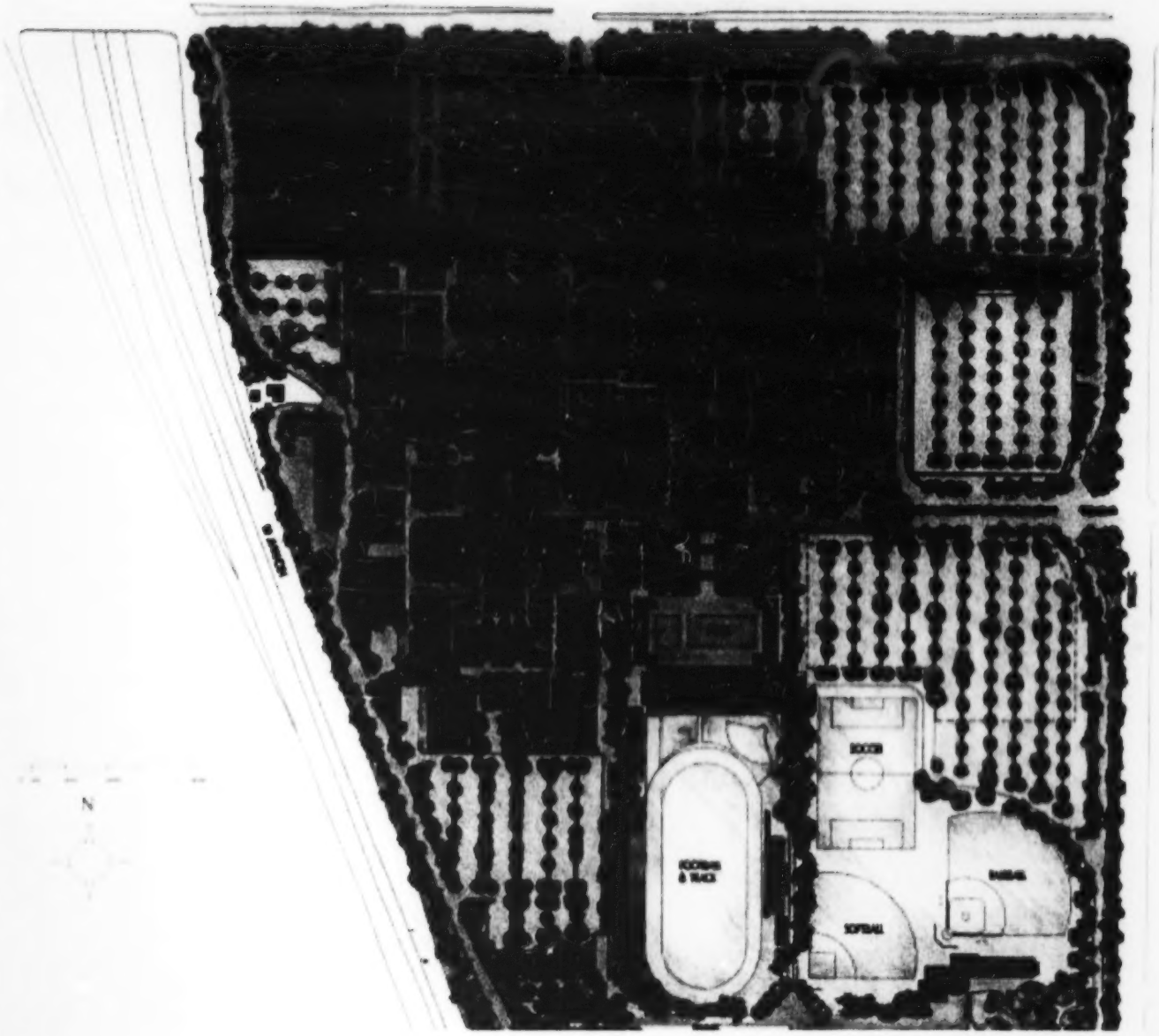
LANDSCAPE CONCEPT

The intention for the renovation and addition of future landscapes is to reinforce a sense of place within the urban campus setting, while weaving together newly renovated areas within the fabric of the original campus. Renovations to existing landscaped areas shall incorporate innovative use of sustainable materials. New plantings and outdoor spaces shall add aesthetic value, provide visual interest, and define the outdoor spaces throughout the campus. Selection of new and replacement plant material shall be consistent with the intent of the original campus Master Plan, native to California and shall require minimal supplemental water and maintenance.

The campus is defined through a series of landscape spaces. The established planting transitions from a dense evergreen buffer, through corridors of redwood groves and semi-formal arrangement of large deciduous tree plantings to an urban formal central campus.

Densely planted corridors of redwood trees planted along entry paths in north-south and east-west axis, provide a visual connection from the perimeter evergreen buffer to the central campus core. This landscape feature directs pedestrians from the parking lots to the center of campus.

Landscape shall support the proposed building expansions and work with the concept of the new building styles and facades, as well as the proposed disciplines.



Landscape
Master Plan
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PART II. Master Plan Recommendations

De Anza College

Landscape Recommendations

PLANTING

Mature and unhealthy plantings shall be replaced with appropriate size trees and shrubs for the scale of the setting. Large groves of trees shall be selectively removed and replanted over time to avoid plants reaching maturity at the same time. Informal planting areas shall be planted with a mixture of low growing plant species to avoid single species plant mortality. Large masses of tall shrubs (over 5 feet tall) shall be avoided for safety reasons. Redwood groves shall be selectively thinned and heavily mulched with natural redwood duff. *Mature Quercus* agrifolia trees shall serve as landmarks throughout the campus and should be preserved and protected. All tree planting guidelines shall be indicated or supported by specific arborist report recommendations.

New and renovated landscape areas shall reinforce the following landscape concepts.

- Ecological connection with the place and surrounding region.
- Sense of place and individual campus identity.
- Visual interest.
- Direct views and define spaces.
- Commitment to education, natural resources and sustainability.
- Emphasis of entry points to orient visitor, staff and students to campus.
- Appropriate style and scale (i.e. formal, semi-formal, natural).
- Safety.

For the purpose of organization and emphasis of distinct campus styles the landscape areas at De Anza College have been divided into four distinct landscape zones. Each zone shall adhere to the landscape concepts established above while also emphasizing the unique identity of the specific zone.

Landscape zones are organized into the following distinct areas:

- *Central Campus Core Zone* - The central campus core consists of large plazas (formal and informal) mixed use areas (eating, administration, campus support, library, large gathering areas).
- *Multi-discipline Zone* - The multi-discipline zone consists of the landscape supporting individual disciplines within the campus, including classroom spaces and smaller courtyards which serve the classrooms (e.g. Science, Art, Offices).
- *Historical Zones* - The De Anza College campus is comprised of several elements and structures from the original turn of the century estate. These historical landscape spaces are integrated throughout the campus but are generally low use spaces but have great historical reference and significance.
- *Landscape Buffer Zone* - As the campus is immediately adjacent to a major vehicular circulation route (Highway 85), a landscape buffer of mixed evergreen trees has been established at the perimeter of the campus.

PART II. Master Plan Recommendations

De Anza College

CENTRAL CAMPUS CORE ZONE

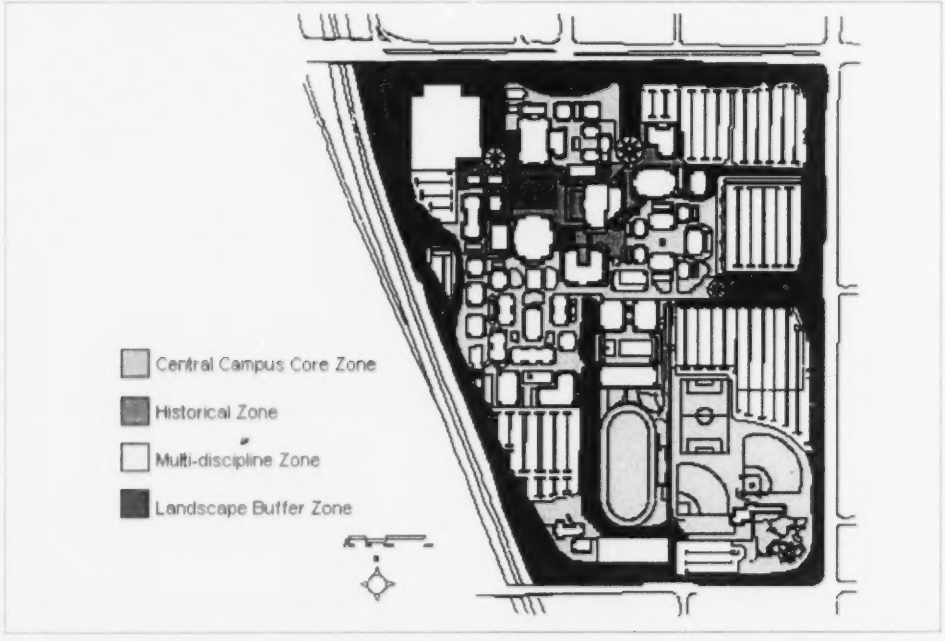
The central campus core zone is intended to serve as the principal gathering space on the campus. Landscape treatment shall be designed to support multiple outdoor events (e.g. outdoor lectures, concerts, outdoor informal seating, etc.). The landscaping within the central core shall include formal arrangement of trees and shrubs. Plazas shall contain a combination of low growing groundcover (under 24") and/or grass with tree plantings. Tree size shall be selected in relation to the size and scale of the plaza. The objective of the central core campus zone landscape is to achieve the following:

- Reinforce the pedestrian and vehicular circulation throughout the campus.
- Define central campus core zone identity
- Provide visual interest and outdoor gathering areas for students, staff, visitors
- Provide safe outdoor spaces.

MULTI-DISCIPLINE ZONE

The multi-discipline zone is intended to serve as a secondary gathering space on campus. Landscape treatment shall be designed to support classroom use, intimate seating and conversation areas, study and reading spaces. The landscaping within the multi-discipline zones shall include semi-formal arrangement of trees and shrubs in small courtyards and informal use of landscape elements surrounding buildings and pathways. Small courtyards shall contain a combination of low growing groundcover with single species tree plantings. Tree size shall be small in scale (12' - 20' height). The landscaping of the multi-discipline zone should reinforce the following objectives:

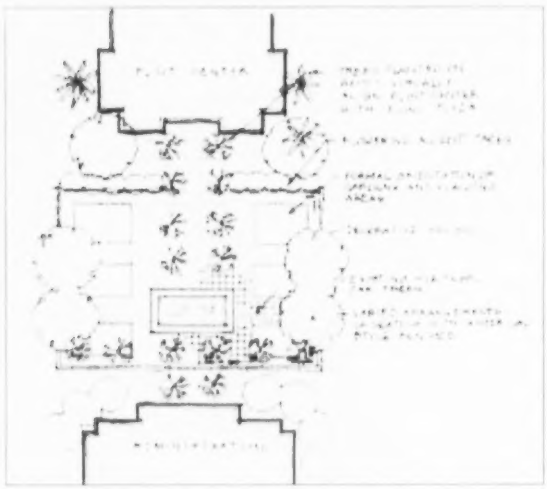
- Provide visual interest and small scale outdoor gathering areas for students and faculty.
- Provide an overall college campus feeling which promotes educational ideals.



- Provide areas which promote outdoor education and interaction between students and staff.
- Provide safe outdoor spaces.

HISTORICAL ZONES

The historical zone landscape is intended to serve as a tertiary gathering space on campus. Landscape treatment shall be designed to support special events and shall reflect the original design intent of the space. The landscaping within the historical zones shall include very formal arrangement of trees and shrubs, reminiscent of turn of the century garden design. Courtyards and landscape surrounding the Historical



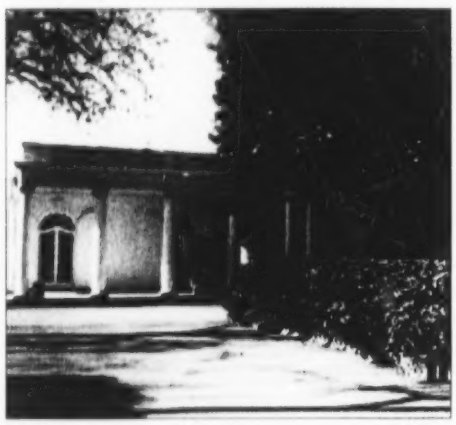
Buildings (i.e. California History Center and Flint Center) shall contain a formal arrangement of flowering groundcovers, perennials and tree plantings, combined with decorative paving and detailed site ornamentation. The landscaping of the historical zones should incorporate the following guidelines:

- Provide a cultural representation of the history of the site.
- Provide very formal gathering spaces for formal events, presentations and gatherings.
- Utilize detailed site furnishings of a historical nature.

LANDSCAPE BUFFER ZONE

The Landscape Buffer zone incorporates the landscaped medians planted at the perimeter of the De Anza Campus. The existing tree planting, although mature, is sparse and inconsistent. The campus landscape buffer zone shall include a dense planting of evergreen trees intended to screen the campus from adjacent activities, properties and vehicular corridors, and to identify the campus within the context of the neighboring community. The landscape buffer zone should incorporate the following:

- Provide a dense buffer at the perimeter of campus to screen adjacent vehicular traffic (i.e. Highway 85).
- Maintain visibility at a pedestrian level.
- Successional replacement of existing over-mature evergreen trees.
- Identify the campus boundaries within the adjacent community.



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PART II. Master Plan Recommendations

De Anza College

Design Guidelines

The purpose of the following section is to communicate the design guidelines for future physical development of the De Anza College campus. These guidelines are divided into the key issues that create campus character:

Campus Plan

Architectural Vocabulary

Landscape Treatment

Woven through these guidelines as a common thread is a consistent approach to the challenge of creating new design within an existing campus. On a campus of significant character such as De Anza, meeting this challenge insures the preservation of a great heritage for future generations of students.

The design guidelines are focused on the essential elements and visual themes of the De Anza tradition to insure they become part of future development. New design at De Anza will reinforce and enhance the existing character of this notable campus.

It is important to emphasize that new design on the campus should be a blend of new and old. The goal of future development should be to create a campus whose design builds on the foundation of the past with a strong contemporary vision for the future. It is significant that this design approach parallels the educational mission of the district and can be a manifestation of it.

CAMPUS PLAN

The "foundation" of the character of the De Anza campus is its classic "cluster style" campus plan. The original campus plan was based on the clustering of buildings around separate quads to create distinct educational nodes for each academic division of the college.

Major roads surround the campus on three sides and a freeway is located on the fourth side. The campus is inwardly focused, with the main campus surrounded by parking areas and sports fields. A perimeter loop road circles the entire campus and is screened from the surrounding community by a dense screen of trees.

The Master Plan identifies the opportunity to expand the academic core with new buildings that are placed on the perimeter of the main campus and allows for the development of outdoor gathering spaces.

PART II. Master Plan Recommendations

De Anza College

ARCHITECTURAL VOCABULARY

The architectural design of the De Anza campus provides a consistency of architectural expression which gives the campus a cohesive identity which is crucial to its character. Its contemporary mission style reflects the land's early history while adobe walls and red tile roofs blend Spanish and modern architecture.

The design of future buildings should endeavor to participate in this tradition and extend it into a contemporary expression. New buildings should carefully respect the traditional material palette, facade proportioning and window type.

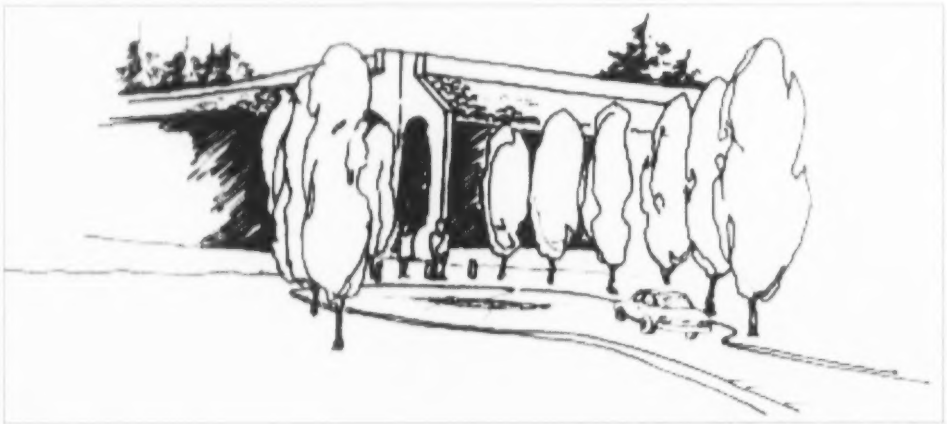
LANDSCAPE TREATMENT

The landscape surrounding all new instructional facilities shall serve as an outdoor space designed to support the instructional use of the proposed buildings. The use of small intimate scale courtyards should be incorporated into the landscape adjacent to new buildings while provisions should be made to provide larger scale quads and plazas in centralized areas. Trees and landscape shall provide structure to the outdoor spaces and be consistent with the existing formal nature of the campus landscape. Plant selections should emphasize the local vernacular or the region and incorporate native and drought tolerant plants.

Paving materials and site materials shall reflect the Spanish style architecture of the existing campus. Paving style shall be of consistent materials, colored concrete paving squares of varying sizes and textures. More formal plazas shall incorporate more elaborate paving details and textures.

Focal Plantings at Arrival and Entry Points

Stands of accent trees will be used to identify vehicular access points. From the perimeter access roads, Blue Atlas Cedar trees will be planted in groups to identify these points. At drop-off points a colorful deciduous tree species is recommended to identify the campus entry point (Refer to appendix for suggested tree species). Lighting and signage will compliment the tree planting.



PART II. Master Plan Recommendations

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Erosion Control and Drainage

Provide concrete curb or seatwall at edge of bermed planters (e.g. Redwood Planters), where slopes are beginning to degrade and erode into pathways.

Soil Health

The campus is in need of soil tests and analysis of current tree health based on soil conditions. Compacted planting beds should be aerated and include organic soil amendments. All planting beds are to be be mulched with a three-inch layer of mulch. Mulch Type shall be 3/4" - 1" recycled and nitrified redwood compost with organic components such as leaf litter and tree waste. A program for chipping and mulching campus green waste should be incorporated within the campus. A thick layer of redwood duff mulch will be applied to all redwood groves. Perimeter evergreen buffer planting will receive a similar mulch treatment.

Parking Lot Treatments

Landscaping in parking lots shall be used to provide shade and to mitigate the reflective glare of the paved areas. When renovations are made to existing parking lots and when additional parking is added, lots shall be planted with trees at a minimum rate of one tree per six parking spaces. Structural soils may be used in parking lots to establish compaction yet allow tree root growth. Where structural soils are not appropriate, deep rooting tree species shall be selected to avoid degradation of the paved surface. Maintain low growing (under 3') landscape at perimeter of parking lots and in planting islands to retain visibility from adjacent walks and buildings.

Decked parking shall be planted with one tree per column at the second story level. Views of decked parking lots should be screened with evergreen trees. Slow growing species such as *Quercus agrifolia* - Coast Live Oak are recommended in combination with faster growing tree species (refer to appendix for tree species).

PART II. Master Plan Recommendations

De Anza College

Interior Courtyard Landscaping

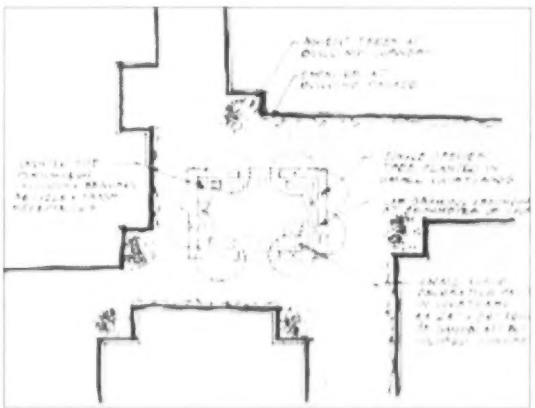
Small courtyards within the multi-discipline zone that support academic buildings shall be planted with single tree species to identify the courtyard as unique (Refer to Appendix for suggested tree species). Smaller scale benches and paving shall reinforce the intimate quality of these small courtyards. Paving in interior courtyards should differentiate from surrounding paving with smaller scale or more detailed paving such as exposed aggregate squares or decorative concrete pavers. Courtyards should contain consistent style benches, recycle bins and waste enclosures. Low level lighting should be included in courtyards for safety and night use.

Stucco building walls adjacent to courtyards shall be planted with espalier trees and shrubs for visual interest. Alcoves at the corners of buildings shall be planted with small-scale accent trees (e.g. Hollywood Juniper, Crepe Myrtle or Olive).

Successional Tree Replacement

The Redwood groves planted throughout the campus shall be thinned. The trees are currently overcrowding each other causing tree die-back.

Replacement of all over-mature, unhealthy and inappropriate trees shall be successional and replanted in varying stages over time to prevent maturity of trees at the same time. Large stands of trees shall be replaced in small quantities over a period of ten years.



Signage

Future signage programs are recommended to facilitate campus wayfinding. Directional signage and entry signs shall be located in conjunction with focal planting areas at vehicular and pedestrian entry points. A comprehensive signage program will assist in determining the exact style and location of campus signage.

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PART II. Master Plan Recommendations

De Anza College

Paving

All new paved vehicular routes should accommodate bicycle traffic and provide bike lanes. Installation of sidewalks at all perimeter roads and crosswalks is recommended. Paving should be used to identify primary and secondary circulation routes through differentiation in paving type and scale. Central axis routes will be defined with consistent paving and curbs are recommended at path edges to prevent further degradation. Appropriate level of paving in vehicular use areas.

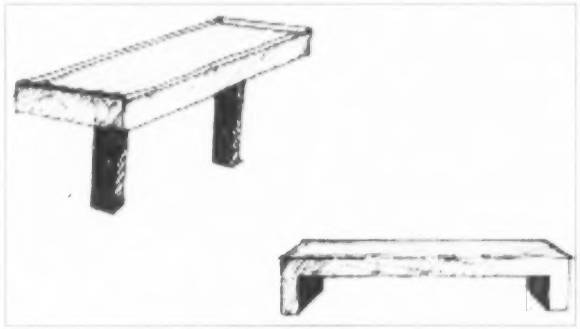
The following general recommendations shall be considered for campus paving:

- *Vehicular Paving* - Appropriate levels of asphalt and concrete paving shall be used in vehicular use areas to prevent degradation. Paving type may include asphalt, colored/stamped asphalt and concrete paving.
- *Pedestrian Paving* - Decorative paving consistent with the Spanish style architecture shall be used to define pedestrian corridors.
- *Plazas* - Paving in central plazas shall emphasize the scale and intended use of the area. Paving shall be semi-formal and shall accommodate large amounts of pedestrian traffic. Paving shall be consistent with the architecture and scale of the surrounding buildings.
- *Courtyards* - Small scale decorative paving such as concrete squares, pavers or scored colored concrete shall be included in courtyards. Paving shall be chosen to enhance the individual identity of each courtyard.

Site Lighting

The following general recommendations shall be considered for campus lighting:

- Existing lights shall be replaced with energy efficient down- lit fixtures of similar style.
- Hierarchy of similar style light fixtures.
- Large scale lighting along vehicular routes and parking lots.
- Pedestrian scale lights in campus core (30' and under).
- Decorative small scale lighting in historic zones (20' and under).
- Low voltage lighting located in all stairways and along ramps.



Benches

The existing stationary benches shall be updated throughout the campus. Additional benches should be added throughout the campus to provide a wide range of additional seating areas including intimate and large scale seating. Benches shall be added to all small courtyards, quads, plazas, pathways and outdoor gathering areas. Bench styles shall reflect the scale and character of the landscape zone. Bench selections shall be low in maintenance requirements and constructed out of recycled materials.

PART II. Master Plan Recommendations

De Anza College

Drinking Fountains

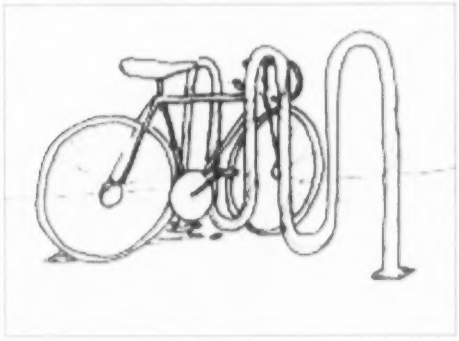
Drinking fountains shall be located in all new plazas and adjacent to all newly constructed buildings. The fountain style shall be consistent with the campus building architecture.

Bollards

Retractable bollards shall be installed in all secondary vehicular entry routes. The campus shall authorize remote devices for retraction of these bollards and shall coordinate with the appropriate fire department to distribute remote access devices.

Bicycle Racks

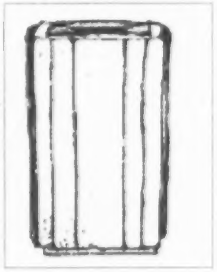
Snake type bicycle racks shall be installed in all perimeter parking lots, located near all bus stops and transit hubs and at the perimeter of campus to discourage bicycle transportation within the campus.



Tree Base Treatment

Consistent treatments for tree bases shall be incorporated throughout the campus according to campus zone. Cobble, concrete block pavers and exposed aggregate are all appropriate treatments. Existing treatments shall be renovated or replaced as necessary.

Trash Cans / Recycle Cans



Consistent style trash cans and recycle bins shall be used throughout the campus. Recepticals shall be of recycled materials and shall incorporate ash urns as appropriate. Trash can and recycle cans shall be located throughout the campus, along pedestrian corridors, in plazas and courtyards.

Art

Sculpture and artwork shall be placed through the campus as identified in the 1990 Facilities Master Plan Document. Sculpture shall be located in focal points to attract attention and identify or signify a focal point of a pathway - corridor or plaza.

PART II. Master Plan Recommendations

De Anza College

Irrigation

The existing irrigation system shall be replaced with a centralized irrigation system including water conserving features such as moisture sensors, remote flow control valves, and water efficiency. All stationary risers along pathways and throughout the campus shall be removed and replaced with pop-up spray heads. Irrigation shall be added to all deficient areas, and all existing non functioning heads and systems shall be replaced.

Irrigation should be coordinated with all new construction and 4" or larger sleeves should be added to all new buildings pathways, parking areas or roads. Sleeve locations are to be documented and registered with the campus facilities department.

The De Anza campus has potential for connection to city recycled water expansion program. This change would mean updating and correctly labeling all irrigation system equipment and components to non-potable reclaimed water.

Maintenance

Additional maintenance staff is required to sustain the current and proposed landscape improvements. Maintenance staff should continue to be educated in current campus maintenance techniques (i.e. tree health, pruning and irrigation).

The campus shall direct maintenance vehicles to remain on designated pathways and deter maintenance vehicular traffic through campus landscape areas. (Refer to Landscape Implementation Guidelines in the Appendix)